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ABSTRACT

These 11 behavior observation schedules were developed to serve as a source of data for evaluation experimental variations in instructional procedures and classroom organization, and for monitoring changes in teacher, teacher aide, and child behaviors. (MS)

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BICULTURAL SOCIALIZATION PROJECT
TITLE VII
UNIVERSITY OF ARIZONA
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BICULTURAL SOCIALIZATION: A GROUP PROCESS APPROACH TO BILINGUAL INSTRUCTION

BEHAVIOR OBSERVATION SCHEDULES

By

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These observation schedules were developed during the school year 1970-71 with the support of a grant from the Bilingual Branch of the United States Office of Education, United States Department of Health, Education and Welfare (No. OEG-0-9-12011-3465, Project No. 12-0066) to the Wilson School District No. 7, Phoenix, Arizona.

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I. INTRODUCTION

These behavior observation schedules were developed during the course of the school year 1970-71 by the University of Arizona staff acting in the role of subcontractor to the Wilson School District's Title VII Bilingual Education Grant. The schedules were devised to serve as a source of data for evaluating experimental variations in instructional procedures and classroom organization and for monitoring changes in teacher, teacher aide and child behaviors.

II. REPORT OF FREQUENCY OF USE OF OBSERVATION SCHEDULES

The following tables represent the number of hours (or in some cases the number of times) each of the observation schedules was used in the project classrooms during the school year.

REINFORCEMENT PRACTICES SCHEDULE		
CLASSROOM	AIDES NO. OF HOURS OBSERVATION	TEACHERS NO. OF HOURS OBSERVATION
1-1	20.5	42.1
1-2	22.9	56.8
2-1	8.6	20.3
2-2	17.9	34.4
3-1	64.7	105.6
3-2	47.5	77.4
TOTAL	182.1	336.6

CHOICE BEHAVIOR SCHEDULE	
CLASSROOM	HOURS OF OBSERVATION
1-1	17.90
1-2	20.41
2-1	3.46
2-2	8.58
3-1	25.25
3-2	17.58
TOTAL	93.18

DAILY EVENTS SCHEDULE	
CLASSROOM	HOURS OF OBSERVATION
1-1	105.0
1-2	152.5
2-1	68.0
2-2	171.0
3-1	316.0
3-2	351.0
TOTAL	1163.5

QUESTION ASKING BEHAVIOR SCHEDULE		
	HOURS OBSERVED	
CLASSROOM	SMALL GROUPS	LARGE GROUPS
1-1	6.9	1.8
1-2	5.2	.9
2-1	3.8	2.9
2-2	5.3	2.8
3-1	10.9	8.5
3-2	7.6	13.2
TOTALS	39.7	30.1

LEADERSHIP CHECKLIST

These figures represent, not number of hours of observation as with the other schedules, but, more appropriately, number of times the checklist was used. This schedule and the following one were used in only two of the project classrooms.

LEADERSHIP CHECKLIST	
	NUMBER OF TIMES USED
CLASSROOM 1	33
CLASSROOM 2	36
TOTAL	69

LEADERSHIP ACTIVITY SCHEDULE	
	HOURS OF OBSERVATION
CLASSROOM 1	13.03
CLASSROOM 2	17.11
TOTAL	30.14

CLASSROOM CHECKLIST

These figures represent, not number of hours observed, but number of times the checklist was used.

CLASSROOM	NUMBER OF TIMES USED
1-1	3
1-2	4
2-1	3
2-2	3
3-1	7
3-2	6
TOTAL	26

AIDE ACTIVITY	
CLASSROOM	NO. HOURS OBSERVATION
1-1	20.27
1-2	14.42
2-1	23.00
2-2	15.75
3-1	39.78
3-2	31.67
TOTAL	144.89

SPANISH USAGE	
	NO. HOURS OBSERVATION
CLASSROOM 1	17.83
CLASSROOM 2	12.21
TOTAL	30.04

SOCIAL INTERACTION

This schedule was used for observing individual children's social interaction.behavior. It was used for a total of 14.18 hours.

TASK PERSISTENCE AND DISRUPTIVE BEHAVIOR

This schedule was used for observing classroom "on task" and disruptive behavior of individual children. It was used for a total of 10.53 hours.

II. DESCRIPTION OF METHODS USED TO COMPUTE INTER-OBSERVER RELIABILITY:

RELIABILITY FORMULAE

When dealing with a fixed number of intervals and an event is scored as either occurring or not occurring during each interval, use the following formula:

(1) $$1.00 - \frac{[x_1 - x_2]}{N}$$

When, in a given interval, there may be many different numbers, divide one total by the other as in the following formula:

(2) $$\frac{x_2}{x_1}$$

(3) $$\frac{1}{N}\left[\left(\frac{x_{A2}}{x_{A1}}\right) + \left(\frac{x_{B2}}{x_{B1}}\right) + \left(\frac{x_{C2}}{x_{C1}}\right) \cdots\right]$$

Where x_1 = the larger score obtained by one observer

x_2 = the smaller score obtained by the other observer

N = the total number of intervals recorded

IV. REPORT OF INTER-OBSERVER RELIABILITY FOR EACH OBSERVATION SCHEDULE

The number preceding a category for each observation schedule refers to the number of the formula used for computing reliability (Refer back to Section II for these formulae.) The number following gives the mean percentage of inter-observer agreement.

		Means
1. AIDE ACTIVITY		
(2)	Interacting with Children in Groups	99%
(2)	Interacting with Children Individually	88%
2. CHOICE BEHAVIOR		
(3)	Teacher Determined	100%
(3)	Task Completed	98%
(3)	Child	98%
3. DAILY EVENTS		
(3)	Small Grouping	92%
(3)	Spanish Usage	
	Teacher	99%
	Aide	97%
	Child	93%
	Mean for all categories	96%
4. LEADERSHIP ACTIVITY		
(1)	Working	97%
(1)	Disruptive	99%
(1)	Working Together	98%
(1)	Positive Reinforcement	100%
(2)	Number Away From Group	75%

5. LEADERSHIP CHECKLIST 97%

(Reliability was computed by dividing the number of agreements by the total number of items on the checklist.)

6. QUESTION ASKING

Large Groups

(2) Adult Not Present

Questions Asked of Other Children	93%

(2) Adult Present

Questions Asked of Adults	74%
Questions Asked of Other Children	81%

Small Groups

(2) Adult Not Present

Questions Asked of Other Children	79%

(2) Adult Present

Questions Asked of an Adult	63%
Questions Asked of Other Children	95%
Mean for all Categories	80%

7. REINFORCEMENT PRACTICES

(3) Teacher and Aide

General to Individual	88%
General to Group	98%
Specific to Individual	92%
Specific to Group	97%
Mean for all Categories	93%

8. SMALL GROUP ACTIVITY

No reliability measures obtained. Discontinued because of difficulties in recording.

9. SOCIAL INTERACTION

(1)	Adult Proximity	93%
(1)	Adult Interaction	99%
(1)	Child Proximity	97%
(1)	Child Interaction	95%

10. SPANISH USAGE (2) 73%

11. TASK PERSISTENCE AND DISRUPTIVE BEHAVIOR

(1)	Working	98%
(1)	Disruptive	98%

BICULTURAL SOCIALIZATION PROJECT

AIDE ACTIVITY SCHEDULE

The Aide Activity Schedule has been developed for the purpose of recording the teacher aide's activities in the classroom. This schedule will be used throughout the year by the classroom observers.

The observer should always report to the principal's office prior to entering the classroom and he must try not to interfere with ongoing activities. He should refrain from interacting with the children during the course of his observation as this could change the usual interactions in the classroom.

It is suggested that the observations be carried out for three periods of fifteen minutes each with a rest period of five minutes between each observation period. The classroom clock should be used for the timing of the 15 minute intervals. On the recording form write down the time the interval began and the time it ended. The observer should then use a stopwatch to record the length of time the aide spends in any given activity. When the aide changes activities during the fifteen minute observation period the watch should be stopped, the time spent in the first activity recorded, and then the watch started again for the next activity.

At times the observer may be joined by a second observer in order to obtain a reliability estimate. Be sure to arrange a signal with the second observer so that you can start and end your fifteen minute intervals at the same time.

The activities in which an aide may engage have been grouped into several major categories. These are Interactions with Children, either with groups or with individual children; Interactions with Teacher; Working with Supplies and Materials; or Observing. These categories are broken down further on the recording form and explained therein. If the aide engages in some activity which does not clearly belong in one of these categories record under Other and write in a brief description of the activity. There is a separate category under other to record if the aide leaves the room.

The last category of the page is concerned with the aide's use of Spanish in the classroom. The method of recording in this category will be merely noting whether or not the aide spoke in Spanish during that 15 minute interval. The observer will record this behavior by writing yes or no in the appropriate time block.

When recording interaction of a particular category and another form of interaction intervenes for a brief time, continue recording for the major category and enter an estimate of the time in the subordinate category. For example, if the aide interrupts her "reading to children" to respond to a question by the teacher, continue recording the time period as "reads to children", but enter .05 minutes under "teacher and aide talk together".

AIDE ACTIVITY SCHEDULE

Date: _____ Name of Aide: _____

Observer: _____ Time: _____

	Time Intervals			
	15 Min.	15 min.	15 min.	
INTERACTION WITH CHILDREN: IN GROUPS	Start____ End_____	Start____ End_____	Start____ End_____	TOTAL
Reads to children.				
Listens to children read.				
Tells a story.				
Gives instruction or directions.				
Assists children in completing or correcting assignments.				
Other (describe)				
WITH INDIVIDUALS				
Reads to a child				
Listens to a child read				
Tells a story to a child				
Gives instructions or directions				
Writes down a child's dictation				
Assists a child completing or correcting an assignment.				
Other (describe)				
INTERACTION WITH TEACHER:				
Teacher and aide talk together				
WORKING WITH SUPPLIES AND MATERIALS:				
Aide organizes or prepares materials and supplies for classroom use. (Is not interacting with children.)				
Delivers materials to children				
OBSERVATION:				
Aide observes classroom activities but is not actively participating				
OTHER:				
List any other activities in which aide engages				
Aide out of room				
AIDE USES SPANISH:				

CHOICE BEHAVIOR SCHEDULE
BICULTURAL SOCIALIZATION PROJECT

The attached recording form will be used to measure the frequency of choice behavior in the classroom and the conditions under which it occurs.

The observer should make every effort not to interrupt or interfere with ongoing classroom activities. He should refrain from interacting with the children during the course of his observations as this could change the usual interactions in the classroom and have an effect on the behaviors which are to be observed.

CONDITIONS UNDER WHICH FREE CHOICE BEHAVIOR OCCURS:

(1) The teacher may specify a particular time during which all or certain children may engage in self - choice activities. This condition will be designated as "T" (teacher determined) on the observation form.

(2) The teacher may explicitly tell the class or a group that children who complete assigned work may engage in self - chosen activities. This condition will be designated at "TC" (task completed) on the observation form.

(3) Children may engage in self - chosen activities without explicit permission of the teacher or during periods when they are supposed to be engaged in assigned activities. This will be designated as "C" on the form.

It may be difficult to determine whether TC or C is the appropriate condition to record if the observer did not actually hear the teacher give permission for free choice time or if the observer cannot determine whether the child completed his assigned work. At times the decision can be made by noting what the teacher's reaction is. If the child is asked to return to his work, the category should probably be C rather than TC. Sometimes it may be necessary to go near the child's desk to see if he has completed his work. This should be avoided unless it is absolutely necessary.

TECHNIQUES OF RECORDING

Use a stop watch if possible. Observe for 5 minute periods with a rest interval of 1 to 2 minutes between each 5 minute observation period. Try to observe for eight 5 minute intervals if the classroom schedule permits.

Record in the appropriate block a hash mark for each child who engages in a free choice activity during that 5 minute interval. If the same child is still engaging in the activity during succeeding intervals, count him once during each of the intervals in which he engages in the activity. If a child engages in more than one activity during a single 5 minute interval count him only once during that interval. You will try

to be alert for all free choice activities during all observation intervals. In other words, do not just record art activities during one interval and then reading activities during the succeeding interval. We are trying to obtain a record of the total frequency of all free choice activities in the classroom.

At times the observer may be joined by a second observer in order to obtain a reliability estimate. Be sure to arrange a signal with the second observer so that you start and end your 5 minute intervals at the same time.

CHOICE BEHAVIOR SCHEDULE

Name:_____ Teacher's name:_____

Name of Observer:_____ Time: From:_____To:_____

1

T	TC	C

2

T	TC	C

3

T	TC	C

4

T	TC	C

5

T	TC	C

6

T	TC	C

7

T	TC	C

8

T	TC	C

TOTALS

T	
TC	
C	

BICULTURAL SOCIALIZATION PROJECT

CLASSROOM CHECKLIST

This checklist has been devised for the purpose of describing the classroom physical environment and instructional organization. This instrument was partially based on several other classroom checklists developed at the Arizona Center for Early Childhood Education.

The person using the checklist should make arrangements with the site coordinator or the principal's office before entering the classroom. He should refrain from interacting with the children during the course of his observations.

This checklist is devised to make a record of the materials, supplies, and equipment which are readily available to the student in the classroom and are thus openly displayed for the children. The person using the checklist should not, therefore, rummage through storage areas or question the teacher about materials, but should just record what is easily observable.

The form is divided into several categories. The first, General Environment, refers to the total room environment. The other categories refer to specific learning centers. Information should be recorded under these categories only when it is clear that materials, supplies, furniture, etc. have been arranged for small group activities. There may be such centers which do not, however, fit the categories as listed on the form. For example, there might be a center which combines reading and writing and combines many of the materials listed under these categories on the form. If this occurs write a very brief description of the activities in this center under the name of the center it most closely resembles as listed on the checklist. Then proceed to check the items which are present.

On the checklist next to each of the items there is a blank space. If the item is present a (✓) should be marked in the space. If the item is not there, leave the space blank. Some of the items listed under the learning center categories may be present in the room but not arranged in such a way as to be utilized by small groups of children. Do <u>not</u> check (✓) these items under the learning center categories.

The observer should take as much time as is necessary to complete this form so that the results will be accurate.

BICULTURAL SOCIALIZATION PROJECT

CLASSROOM CHECKLIST

School_____Date_____

Teacher_____Observer_____

GENERAL ENVIRONMENT:

____Chairs and tables for entire class.

____Chairs and tables for part of class.

____Furniture arranged for small group activities.

____Place for each child to store his papers and projects.

____Designated and labeled place for everyday materials (pencils, crayons, paper, etc.)

____Examples of student academic work displayed.

____Examples of student art displayed.

____Evidence that children's own language has been written down and displayed. (This could have been written down by an adult or by the child himself)

____Names of teachers and aides displayed.

____Objects in the room are labeled.

____Children's names are displayed where everyone can see them.

____Committee or group assignments are displayed in writing.

____Alphabet displayed.

____Numbers displayed.

____Children's book reports or book illustrations displayed.

____Displays of objects, pictures, clothing, books, etc. of different cultures or ethnic groups.

____Displays of objects, pictures, clothing, books, etc. of Mexican-American or Mexican culture.

____Reading or word games.

____Listening post.

____Arithmetic games.

____Books made by children.

____Encyclopedias and reference books.

____Art materials readily available.

CLASSROOM CHECKLIST - 2

LEARNING CENTERS

Reading Center:

_____

____Posters, pictures, or signs which indicate this is an area for reading.
____Encyclopedias or reference books.
____Library books.

____Magazines.
____Books made by the children themsleves.
____Reading games: commercial, teacher made or child made.

____Word games for making sentences.
____Letter games such as crossword puzzles or scrabble.
____Taped or recorded stories.

____Book reports made by children in the class.
____Records of individual children's work - e.g. a card file or a list.
____Book illustrations made by children.

Writing Center:

_____

____Posters, pictures or signs indicating this is an area for writing.
____Paper of different kinds and sizes.
____Pens.

____Pencils.
____Felt pens.
____Typewriter.

____Dictionary.
____Alphabet models.
____Display of children's written books.
____Display of teacher's or aide's writing.

Arithmetic Center:

_____

____Posters, pictures, or signs indicating this is an arithmetic center.
____Paper and pencils.
____Number models.

____Books about mathematics.
____Number lines.
____Magnetic board or felt board with numbers.

____Counting objects such as marbles, blocks, sticks, beans, etc.
____Counters such as a bead frame or abacus.
____Measures such as cup, quart, pint, etc.
____Rulers or yardstick.
____Some record or display of children's work in the center.

CLASSROOM CHECKLIST - 3

Art Center:

_____

____Posters, pictures or signs indicating this is an art center.
____Drawing paper, not lined.
____Crayons.
____Pencils.

____Chalk.
____Finger paints.
____Felt pens.
____Paints (tempera)

____Brushes.
____Colored pencils.
____Colored Paper - Cardboard.
____Colored tissue paper.

____String or yarn.
____Glue and paste.
____Scissors.

____Playdough or modeling clay.
____Children's work displayed.

Science Center:

_____

____Posters, pictures or signs indicating that this is a science center.
____Magnifying glass.
____Magnets.

____Compass.
____Leaves or plants.
____Living animals.

____Pictures of animals or plants.
____Mechanical things which can be taken apart.
____Rock collections.

____Shell collections.
____Other collections. (What are they?_____)
____Things to taste or smell.
____Books about science.

____Paper and pencil.
____Children's work displayed.
____Some record of children's activities in the center.

CLASSROOM CHECKLIST - 4

Social Studies Center:

_____

____Posters, pictures or signs indicating that this is an area for social studies.
____Maps.
____Globe.

____Pictures.
____Filmstrips.
____Reference books.

____Magazines.
____Paper.
____Pencils.

____Objects, clothing, books or pictures representative of different cultures.
____Objects, clothing, pictures, or books representing Mexican-American or Mexican culture.
____Display of children's work.
____Record of children's activities in the center.

Spanish Center:

_____

____Posters or signs indicating the nature of the center.
____Pictures representing Mexican-American or Mexican culture.
____Objects or clothing representing Mexican-American or Mexican culture.
____Labels in Spanish.
____Children's work labeled or written in Spanish.
____Spanish language tapes, records or cassettes.

____Books written in Spanish.
____Filmstrips in Spanish.
____Instructions written in Spanish.

TOTALS:

Number of (√)_____.

BICULTURAL SOCIALIZATION PROJECT

DAILY EVENTS

The Daily Events Schedule has been developed to provide information about the occurrence of certain activities throughout each and every class day. This simplified recording form will provide information as to whether or not certain activities occurred during a given hour, each day of each week.

TECHNIQUES OF RECORDING:

There is room on the recording sheet for recording classroom events for eight 30 minute intervals. In column 1 you will record events which occurred in the first half hour of the day. In Column 2 you will record events which occurred during the second half hour et cetera. When a half-hour session is broken up by the class leaving the room for some other activity, record in the appropriate boxes the events which had occurred up to that time and then when class resumes continue recording events in that column until observation has continued for a total of 30 minutes. Use a different recording form for each day of the week.

Mark the time each 30 minute recording period begins in the top row of boxes and the time each period ends in the second row of boxes. In the box marked full indicate the number of minutes of observation. This should normally be 30.

CHOICE BEHAVIOR:

Under Choice Behavior in the appropriate column indicate by a hash mark when any free choice occurs during the half hour observation period. If the free choice is only allowed for those children who have completed their work, put the hash mark in the "Work Completed" row. If the free choice was not contingent upon work completion, put the hash mark in the "Non-Completed" row. If all of the class were allowed free choice during the half hour interval put the hash mark in the "All Class" box. If only part of the class were allowed free choice, put the hash mark in the "Part Class" box.

When no free choice activity is permitted during the half-hour observation period, not hash marks should be entered.

SMALL GROUPS:

In the small group category record a hash mark in the appropriate box indicating "No Grouping", "Large Groups", or "Small Groups" (8 children or fewer). A hash mark must be recorded in one of these boxes. If a child leader was used in any of the groups, place a hash mark in the appropriate box.

SPANISH USAGE:

In this category place a hash mark in the appropriate box if you heard the teacher, aide, and/or student's use any Spanish word, sentence, or phrase.

DAILY EVENTS

Date:_____Teacher's Name:_____

Name of Observer:_____

TIME PERIODS

1	2	3	4	5	6	7	8	
								Start
								End
								Full

Choice Behavior

								Work Somp.
								Non-Work
								All Class
								Part Class

Small Groups

								No Grouping
								Large Groups
								Small Groups
								Child Leader

Spanish Usage

								Teacher
								Aide
								Students

BICULTURAL SOCIALIZATION PROJECT

LEADERSHIP STUDY

Certain baseline data regarding the behavior of children participating in small group activities is needed for a project study of the development of leadership. The classroom observers will be responsible for obtaining this data. They will use two forms for this purpose.

To obtain the necessary data, the observer will observe small groups individually during the entire time that these groups are in operation during the school day. Each day that these schedules are used, the observer will select one particular group location (for example, the Mathematics Group) and observe the different groups as they pass through this group activity. On the next day the observer will observe at a different group location (perhaps the Language or Art group) and will continue to change locations on each succeeding day until she has observed all of the group activities in turn. If instructed to continue these observations after this time, she will then start again at the group location which she first observed.

LEADERSHIP CHECKLIST:

This checklist should be completed at the end of each small group lesson. The observer must be thoroughly familiar with the checklist so that she will be able to remember the items well enough to postpone the recording until the end of the group meeting.

LEADERSHIP ACTIVITY SCHEDULE:

The observer begins her observation of the small group lesson by observing the leader's behavior during an entire group lesson. It will be necessary for the observer to use a timing device designed to emit a tone every 10 seconds. During this 10 second interval the observer will make a hash mark in the appropriate box or boxes as follows: A hash mark in the W box if an incidence of "on-task" behavior occurs; a hash in the D box if disruptive behavior (high amplitude, noisy, or aggressive), hash mark in the WT box if the leader helps another child or works together with another child, and a hash mark in the + box if the leader socially reinforces (praises) another child.

In the # box, the observer will record the number of children away from the group during that 10 second interval.

After the observer has recorded the leader's behavior during one group session (usually 20 minutes) she will then observe the next group which passes through the same activity. This time she will observe the other group members rather than the group leader using the schedule in the same manner as described above. The observer should begin by observing the child sitting to the left of the leader for one minute (one line on the schedule) and then move to the next child in a clockwise direction. After she

has moved around the circle observing each child for one minute, she should rest for several minutes and then begin recording the first child again. She should continue this process until the teacher asks the groups to change or cease working, Then she should complete the Leadership Checklist for this group.

BICULTURAL SOCIALIZATION PROJECT

Leadership Checklist

Date: _____ Teacher: _____

Time From: _____ To: _____ Observer: _____

Group Activity: _____ On the follwoing pages, was the leader (L) or the children (C) observed? [ ]

Circle Response: 1 2

1. Were the instructions read aloud to the group by the leader or by a child apponted by the leader? yes no

2. If there were materials to distribute, did the leader or a child appointed by the leader distribute them? (Score "yes" if there were no materials to distribute.) yes no

3. Did the leader help those children who needed help? yes no

4. Was the work area cleaned up to meet the teacher's wishes? yes no

5. Was the finished work put away? yes no

6. Did the leader praise other group members for good behavior? yes no

7. Did the leader discuss the activity with the group? (Eg., did he ask such questions as: "How did you like this work?", "Is this work interesting?", "Would you like to do this again?") yes no

8. Did the leader criticize any group member? yes no

9. Did all the children help in cleaning up? yes no

10. Did the leader model ways of doing the task, for example, did he use such statements as "Try it this way.", "Watch how I'm doing it.", or "Listen to how I say it."
(This would be marked "yes" only if question No. 3 is also marked yes. Modeling differs from giving help in that it is a specific form of help in which one shows another how things are done.) yes no

Totals:

W	D	WT	+	#	NUMBER OF INTERVALS

BICULTURAL SOCIALIZATION PROJECT

Leadership Activity

Date: _____ Teacher: _____

Time From: _____ Observer _____

Page No: _____ Group Activity: _____

Enter who was observed
L = Leader
C = Child

	1	2	3	4	5	6	W	D	WT	+	#
W											
D											
WT											
+											
#											
W											
D											
WT											
+											
#											
W											
D											
WT											
+											
#											
W											
D											
WT											
+											
#											
W											
D											
WT											
+											
#											

Subtotals

	No. of Intervals	W	D	WT	+	#
TOTALS:	28					

BICULTURAL SOCIALIZATION PROJECT

QUESTION-ASKING BEHAVIOR SCHEDULE

The purpose of this schedule is to measure the frequency of question-asking (information seeking) by children in project classrooms.

Types of Questions

The kinds of questions which are of special interest are those which could be called information seeking. Questions which are explicitly for the purpose of obtaining permission such as "Teacher, may I get a drink?", "May I be first in line?" or "Johnny, may I use your pencil?" should not be recorded. All other questions not of a permission asking nature should be recorded.

Conditions Under Which Question-Asking Behavior Occurs

One variable which may be related to the frequency of question-asking is the size of the group in which the child is participating. The recording form has a section for noting the number of children in the group being observed. In the line marked # the observer will write in the appropriate number of children being observed. If the entire class is working together, the observer will record that number.

Another variable which may influence the frequency of question-asking is the presence of an adult. When an adult is not present in the group being observed, the observer will use the top half of the recording form. When an adult is present, the observer will use the bottom half of the recording form.

Techniques of Recording

It will be necessary to use a timing device which will emit a tone every minute. Each box on the recording sheet represents one minute of observation. Each observation should be done for a one hour period if this is possible. However, do not refrain from using the schedule when shorter time periods are available.

For every question asked during the one minute intervals a hash mark will be placed in the appropriate block. Be sure that the hash mark is put in the correct block, Adult or Child, depending on to whom the question was directed. When no adult is present, then all question-asking will obviously be directed toward other children.

Be sure to record the number of children in the group being observed (do not include the teacher in this count) at the beginning of the interval. If the number of children changes during the interval (some may leave the group) do not change the number as you recorded it until the beginning of the next one minute interval.

You may find it necessary to change from the adult not present to the adult present section of the recording form during a period of observation. Make this change only at the beginning of a one minute interval. In other words, you should not record in both the adult present section and adult not present section during the same one minute interval.

QUESTION ASKING BEHAVIOR SCHEDULE

DATE _____ TEACHER'S NAME _____

OBSERVER _____ TIME: FROM: _____ TO _____

ADULT NOT PRESENT

# of Children										
Adult										
Child										
#										
Adult										
Child										

ADULT PRESENT

#										
Adult										
Child										
#										
Adult										
Child										

TEACHER REINFORCEMENT PRACTICES SCHEDULE

GENERAL INSTRUCTIONS:

The Teacher Reinforcement Practices Schedule has been developed to measure the teacher's use of contingent verbal praise in the classroom. This schedule will be used throughout the school year to measure changes in the teacher's use of verbal reinforcement.

The observer should refrain from interacting with the children during the course of his observations in order not to influence the usual activities which occur in the classroom.

It is suggested that the observations be carried out for ten consecutive five-minute periods with a one to two minute rest interval between each observation period. A stopwatch should be used.

At times the observer will be joined by a second observer in order to obtain a reliability estimate. Be sure to arrange a signal between the two observers so that the stopwatch may be started and stopped at the same time.

Using the criteria described below, the observer will make a hash mark in the appropriate column for each occurence of the teacher's use of verbal praise. The recording for each five minute interval is to be done on a separate line.

CONTINGENT VERSUS NON-CONTINGENT REINFORCEMENT:

In order to accurately record the teacher's behavior on this form, it is necessary that the observer understand the difference between contingent and non-contingent praise. Non-contingent praise is not clearly related to a specific behavior whereas contingent praise clearly follows a specific behavior of either an individual child or a group of children. An example of contingent social reinforcement would be the teacher saying "Good, Johnnie." after he reads aloud or hands in a completed worksheet. Another example would be the teacher saying to the class as a whole, "I liked the way you all came in so quietly from recess today." The behaviors which you are to record are those which indicate verbal approval or verbal praise which follow some behavior of the child's.

RECIPIENT OF REINFORCEMENT:

The recipient of the verbal approval may either be an individual child (I) or a group of children (G). The group may

not necessarily include the whole class. For example, the teacher might go over to a small group of three or four children and remark, "This group is working very hard." The recipient of reinforcement would be coded under G for group.

GENERALIZED AND BEHAVIOR SPECIFIED REINFORCEMENT:

A second consideration in recording the teacher's behavior is to determine whether the verbal reinforcement is to be classified under the generalized or behavior specified category. Generalized approval will usually not give the recipient an indication of what he did that the teacher likes. She may just say, "Good, Sally." or "That's fine, Mary.". An occurrence of behavior specified reinforcement will be recorded if the teacher clearly indicates to the recipient what he did that is being approved. For example, the teacher may say, "I liked the way the class was so quiet in going into the lunchroom today.", or "Johnny, you were very polite to wait your turn for the puzzle.".

Teacher Reinforcement Practices

5 Minute Intervals	Generalized Verbal Reinforcement		Behavior Specified Reinforcement	
	I	G	I	G
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Totals				

BICULTURAL SOCIALIZTION PROJECT

SMALL GROUP ACTIVITY SCHEDULE

The Small Group Activity Schedule was developed for the purpose of recording the occurrence of small group activities in the classroom. The observer should make arrangements with the office before entering the classroom. The observer should try not to interfere with ongoing activities or to interact with the children during the period of his observations.

It is suggested that this observation be carried out for a full morning or a full afternoon if this is possible in terms of the classroom schedules. At times the observer may be joined by a second observer in order to obtain a reliability estimate.

In using the observation forms, first record whether children in the class were or were not divided into groups during the period of your observation. If there was any division into groups, record information about each group on a separate section of the recording forms. If there are more than three groupings during your observation period, it will be necessary to use additional sheets for recording purposes. If children were divided into groups merely as a seating arrangement but were all working on the same task, this is not to be considered as small group activity and should not be recorded as such.

SMALL GROUP ACTIVITY SCHEDULE

NAME OF OBSERVER_____SCHOOL_____
DATE_____TEACHER_____
TIME OBSERVATION STARTED_____
TIME OBSERVATION ENDED_____

Were children divided into groups during this period?_____

If so provide the following information for each group observed:

GROUP_____
Time this group activity began_____
Time this group activity ended_____

_____Number of children in this group.
How many children in the group actively participated in the activity?_____
Was a child leader directing the group activity? Yes___No___
Was he appointed by an adult? Yes___No___
Was he officially elected by the group? Yes___No___
Was he unofficially appointed by the group? Yes___No___
What activity or activities were children in this group engaged in?
Was an adult present in the group? Yes___No___. If so, who?_____

GROUP_____
Time this group activity began_____
Time this group activity ended_____

_____Number of children in this group.
How many children in the group actively participated in the activity?_____
Was a child leader directing the group activity? Yes___No___
Was he appointed by an adult? Yes___No___
Was he officially elected by the group? Yes___No___
Was he unofficially appointed by the group? Yes___No___
What activity or activities were children in this group engaged in?
Was an adult present in the group? Yes___No___. If so, who?_____

GROUP_____
Time this group activity began_____
Time this group activity ended_____

_____Number of children in this group.
How many children in the group actively participated in the activity?_____
Was a child leader directing the group activity? Yes___No___
Was he appointed by an adult? Yes___No___
Was he officially elected by the group? Yes___No___
Was he unofficially appointed by the group? Yes___No___
What activity or activities were children in this group engaged in?
Was an adult present in the group? Yes___No___. If so, who?_____

BICULTURAL SOCIALIZATION PROJECT

SOCIAL INTERACTION SCHEDULE

This schedule will be used for individual children to record their social interactions with other children and with adults.

Techniques of Recording:

It is necessary to use a timing device which will emit a signal at regular intervals. The signal should be set for every ten seconds. Observation periods should be 20 minutes in length and should occur at different times so that most time periods will be sampled. The child should be observed on the playground as well as in the classroom. The recording form provides spaces for recording social interaction with and physical proximity to both adults and children.

The line marked A is for interactions with adults and the line marked C is for those with children. There will be two categories of child behavior to be recorded. These are:

1. Proximity - To be recorded if the child is close enough to another child or an adult to be able to touch them. If the child being observed is in such physical proximity during the ten second interval make a P in the appropriate box.

2. Interaction - To be recorded if the child being observed is talking, smiling, helping or touching an adult or child. If any example of such social interaction occurs during the ten second interval make an X in the appropriate box.

After observing for five ten second intervals, the observer will rest for ten seconds. Put an O in the box during that interval.

SOCIAL INTERACTION SCHEDULE

January 25, 1971
(Revision)

Date:_____ Child's Name:_____

Observer:_____ Time: From: _____ To_____

		Seconds 10	20	30	40	50	60	Subtotals P	X	+
1	A									
	C									
2	A									
	C									
3	A									
	C									
4	A									
	C									
5	A									
	C									
6	A									
	C									
7	A									
	C									
8	A									
	C									
9	A									
	C									
10	A									
	C									
TOTAL	A									
	C									

P = Proximity, physical closeness (within talking distance)
X = Interaction - talking, smiling, touching or helping an adult or child.
+ = Any kind of response either positive or negative other than ignoring or walking away.
A = Adult
C = Child

BILINGUAL-BICULTURAL PROJECT

SPANISH USAGE SCHEDULE

This schedule has been developed to measure the frequency of children's use of Spanish in the classroom and on the playground. The schedule will be used during the year and changes in the frequency of Spanish usage will be reported to the instructional staff.

The observer should make arrangements with the site coordinator or the principal's office before entering the classroom. He should try not to interupt any ongoing classroom activities and should refrain from interacting with the children during the period of his observations.

Conditions Under Which Spanish Occurs:

In the column headed size of group, please note the number of children in the group you are observing. If the activity is one involving the entire class (or all except 2 or 3) write the approximate number of children in the class. If the activity involves dividing the children into groups, choose one group to observe and write down the number of children in that group. If there are several groups try to observe each group for a ten minute interval and then start again with the first group observed. In this same column, please write P if the observation was made while children were on the playground. Observing on the playground will probably be quite difficult, but information concerning the frequency of Spanish usage there as compared to the classroom would be very worthwhile. It might be possible for the observer to station himself near a group of children playing some relatively stationary game such as jump rope, marbles or jacks. You are not expected, however, to pursue children around the playground.

Techniques of Recording:

It will be necessary to use a special timing device which will emit a tone every three seconds. If any occurrence of Spanish (by a child) was noted during the three second interval place a hash mark in the appropriate box. If no Spanish occured make a 0. If you were unable to determine whether any Spanish occured due to noise, confusion, etc. make an X in the appropriate box. There 20 boxes, one for each three second interval, in each row. At the end of each one minute of observation, the observer should take a brief rest (9-15 seconds) before starting the next minute. Each row involves one full minute of observation. The entire recording sheet has space for 20 minutes of observation. Please try to observe for a long enough period to complete the full twenty minutes of observation.

At times the observer may be joined by a second observer in order to obtain a reliability estimate. The timer has two jacks so it is possible for both observers to hear the timing signals.

SPANISH USAGE SCHEDULE

Date:______________________________ Teacher's Name:__________________________

Name of Observer:________________ Time: From:_________ To:_______________

SIZE OF GROUP																					TOTALS		
																					1	0	X

BICULTURAL SOCIALIZATION PROJECT

TASK PERSISTENCE AND DISRUPTIVE BEHAVIOR SCHEDULE

This schedule is designed for recording an individual child's behavior in the classroom. The schedule will provide a record of the frequency of occurrence of disruptive behavior and of the frequency of the child's "on task" or work behavior.

It will be necessary for the observer to use a timing device designed to emit a tone every 10 seconds. The child should be observed for a fifteen minute period sampled at different times of the day.

The observer will record two categories of behavior. An incidence of disruptive behavior will be recorded whenever the child engages in a behavior which is distracting to the teacher or other children. High amplitude behaviors such as falling on the floor, climbing on furniture, yelling, pounding or throwing objects and also behaviors which would be aggressive toward other children such as hitting, kicking, shoving, et cetera. If any such behavior occurs during the 10 second interval, put a hash mark in the appropriate box (D). "On task" behavior will be recorded when the child is engaged in any appropriate work behavior. That is, he is working at whatever task the teacher has designated either for him individually or for the class as a whole. Put a hash mark in the appropriate box (W) if any incidence of work behavior occurs. It is possible that an incidence of work behavior and of disruptive behavior will occur during the same 10 second interval. If this occurs, put a hash mark in both boxes. <u>If the child is "off task" but not engaging in disruptive behavior, record nothing during that interval</u>.

After recording for two 10 second intervals, the observer should take two 10 second intervals to <u>specify</u> the behaviors in the box below the recordings. For example, if work behavior was recorded, the observer might write in "writing spelling words". If disruptive behavior was recorded, he might write in, "pounding table".

TASK PERSISTENCE AND DISRUPTIVE BEHAVIOR SCHEDULE 1/29/71

Date:_____ Child:_____

Name of Observer:_____ Teacher:_____ Time: From:_____ To:_____

	1	2	3	4	5	6	7	8	9	10	11	12	W	D
W														
D														
Specify Beh.														
W														
D														
Specify Beh.														
W														
D														
Specify Beh.														
W														
D														
Specify Beh.														
W														
D														
Specify Beh.														
W														
D														
Specify Beh.														
												TOTALS		